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ABSTRACT

GRADES OR AGES: Kindergarten. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is in two main sections dealing respectively with the course methods and the media. The first section contains information on the philosophy of the program and the three stages of teaching reading in the kindergarten: reading development; initial stage in learning to read; and fundamental reading attitudes, habits, and skills. The second section contains information on multi-media materials suitable for the program. The guide is mimeographed and staple bound with a soft cover and has holes punched for use in a loose-leaf binder. OBJECTIVES AND ACTIVITIES: Combined objectives and activities are listed in the three stages of the first section. INSTRUCTIONAL MATERIALS: Materials listed include reading readiness and perception tests and a multi-reader selection chart which identifies the type of book, level of reading activity, and criteria for selection. A Reading Guide Appendix (SP 007 234) lists all the materials recommended with suggestions for their use. STUDENT ASSESSMENT: No separate criteria for evaluation are included. (MBM)

SP 007 233

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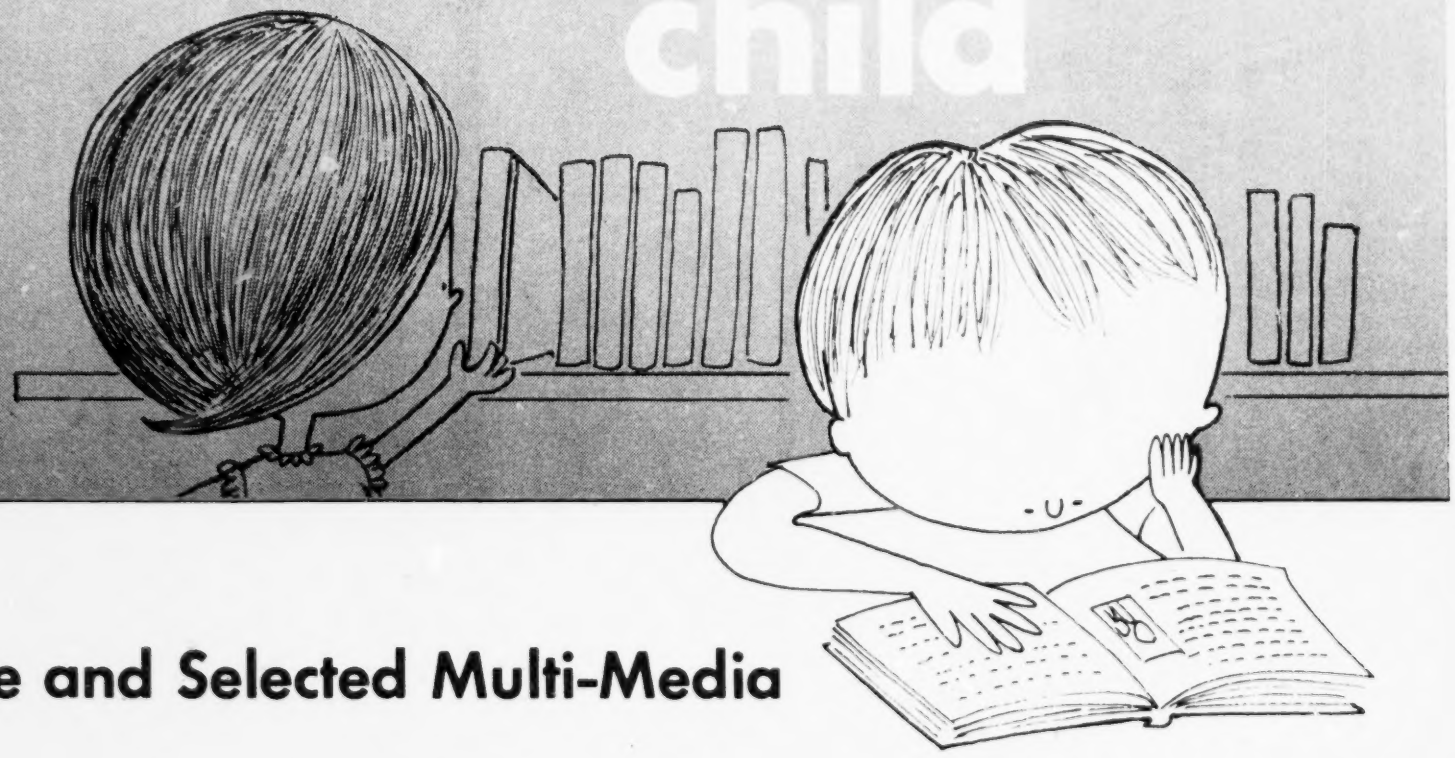
# reading and the kindergarten child



## Kindergarten Reading Guide and Selected Multi-Media

SP007233

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# Foreword

It is with a sense of pride that we present this first Kindergarten Reading Guide for the Clark County School District. This guide presents clear evidence of our commitment to the future as we introduce an exemplary reading program for our kindergarten children. New avenues of knowledge have been opened relative to a child's readiness to read and ability to receive formal education. Great strides have been made in the area of pre-school education; these insights have set the stage for the inclusion of reading as a meaningful part of the five-year-old's education.

I commend to the reader the excellent work of the teachers, consultants, and personnel from the Division of Instruction and Curriculum in developing and preparing this significant guide. While the quality of the document speaks for itself, the tremendous commitment of time and effort of those involved will not be seen on the pages--to each of them we extend our deep appreciation and congratulations for a job well done. We feel confident that this guide opens the door to a new and more meaningful reading program for the children of the Clark County School District.

James I. Mason
Superintendent

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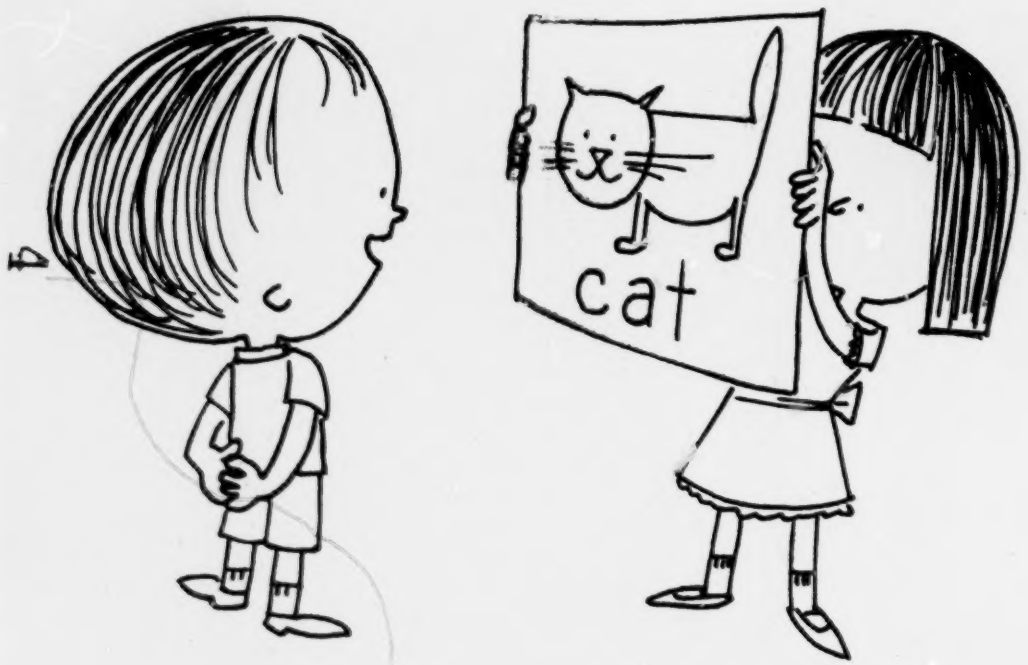



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# Acknowledgments

Many different committees and individuals have contributed to the development of the Clark County School District Kindergarten Reading Curriculum Guide.

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# PHILOSOPHY

In the development of a reading guide at the kindergarten level, it is imperative to remember that reading is a total involvement process. Consideration must be given to physical, emotional, and social development as well as intellectual development. Because each child is an individual, he should function at his own operating level. School pressure on a child should be his own growth pressure. A youngster at the right level is his own pressure point.

In keeping with the policy of the Clark County School District to provide a program of instruction for all students in the public schools, appropriate attention must be given to the following:

a. Failure in primary grades provides little opportunity for success in the following grades.

b. Youngsters today have greater exposure to mass media than their counter parts of a generation ago. Children have a higher readiness level at an earlier age.

c. More youngsters are attending pre-school and nursery school than ever before.

d. Because of the interrelated factors affecting reading readiness, it is impossible to name a specific mental or chronological age as a guarantee of success in reading.

e. The period of maximum visual perception development normally occurs between the ages of 3 1/2 to 7 1/2 years. Perception is one of the prime psychological functions of the bridge between the human being and his environment.

f. There is no one way to teach reading. The teacher should adapt the process to the needs of the students within the classroom. Use of multi-media is suggested

How Should Reading be Taught in the Kindergarten?

a. Reading instruction should be sufficiently flexible so that it can be adapted for use at each child's level of development. Such flexibility can be secured by giving appropriate attention to the following stages:

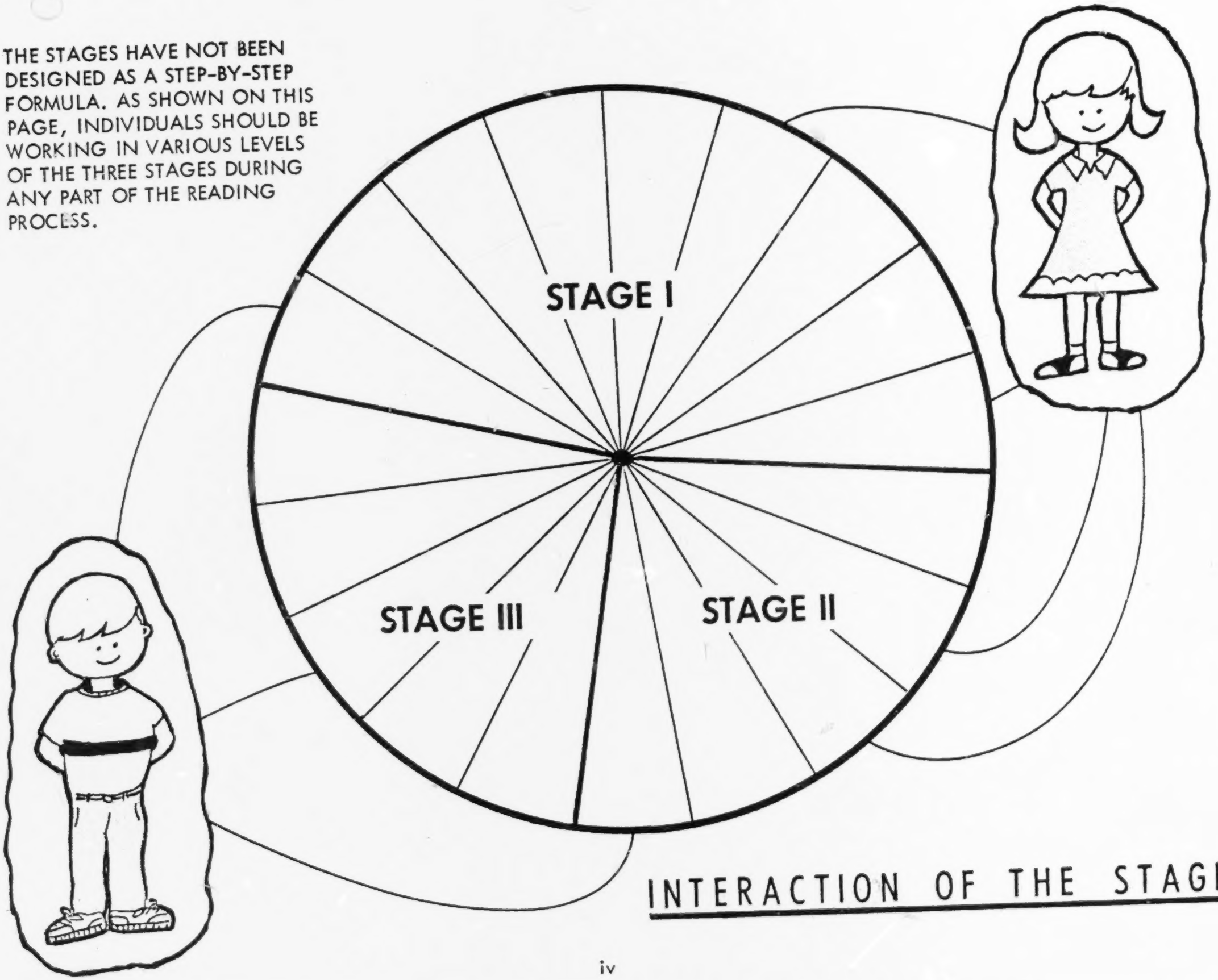
Stage I The stage at which readiness for reading is developed.
- Motor development.
- Identification of self and surroundings.
- Hand-eye coordination.
- Logical sequence of events.
- Visual discrimination.
- Visual memory.
- Language usage.
- Auditory discrimination.
- Listening skills.

Stage II The initial stage in learning to read.
- Using spoken context.
- Listening for initial sounds.
- Distinguishing letter forms.
- Associating letter sounds and forms.
- Developing a recognition vocabulary.

Stage III The stage of progress in fundamental reading attitudes, habits, and skills. (For the child who has had success in Stage II).
- Word recognition - sight vocabulary and word attack.
- Recognition of punctuation marks.
- Ability to read for deeper meaning.
- Adaptation of reading method to purpose and content - silent reading and oral reading.
- Ability to study independently.

See the following page for a visual explanation of the way a child should move through the above stages.

THE STAGES HAVE NOT BEEN DESIGNED AS A STEP-BY-STEP FORMULA. AS SHOWN ON THIS PAGE, INDIVIDUALS SHOULD BE WORKING IN VARIOUS LEVELS OF THE THREE STAGES DURING ANY PART OF THE READING PROCESS.




## INTERACTION OF THE STAGES

b. Reading readiness activities are continued throughout all stages in learning to read. The day never comes when the teacher will say, "Today we are through the reading readiness and are ready to start a formal reading program."

c. After the children have had opportunity for varied reading readiness experiences, some objective data may be secured through reading readiness tests. Suggested reading readiness and perception tests: Lee Clark Reading Readiness Test, American School Reading Readiness Test, Developmental Test of Visual-Motor Integration, and Frostig Test of Visual Perception.

When and to Whom?

a. A responsible teacher will attempt to help the kindergartner progress toward the next level of ability, but at the same time will respect his need to function where he is.

b. Beginning reading activities should be initiated when a child is mature enough to learn to read without difficulty or unnecessary pressure.

c. In order to provide for the child's maximum progress the teacher should limit the size of the instructional group being worked with at a given time.

SOME STUDENTS MAY COMPLETE STAGE III DURING THE KINDERGARTEN YEAR WHILE OTHERS WILL GO THROUGH ONLY STAGE I OR STAGE II. THE READING PROGRAM SHOULD OFFER CONTINUOUS FLOW AND FLEXIBILITY WITHIN THE THREE STAGES.

STAGE 1 HAS BEEN DESIGNED SO THAT READINESS FOR READING CAN BE DETERMINED. THE ACTIVITIES SUGGESTED MIGHT BE USED IN A TOTAL GROUP SITUATION, IN SMALLER GROUPS, OR WITH INDIVIDUAL CHILDREN. THE ACTIVITIES ARE NOT NECESSARILY IN SEQUENTIAL ORDER OR FOR ANY SPECIFIC PERIOD OF TIME. IF CHILDREN SHOW LITTLE UNDERSTANDING OR INTEREST, THE SKILL ACTIVITIES SHOULD BE DELAYED AND MORE INFORMAL ACTIVITIES CONTINUED.

*Stage I*

# READING DEVELOPMENT

STAGE I
READING DEVELOPMENT

*STARRED ITEMS ARE ESSENTIAL BEFORE MOVING INTO STAGE II

| READING SKILLS | INSTRUCTIONAL OBJECTIVES | APPENDIX |
|---|---|---|
| A. MOTOR DEVELOPMENT | | |
| 1. Large Muscle Coordination | 1. The child will be able to demonstrate the fundamental rhythms of walking, running, skipping, hopping, and catching a ball as directed by the teacher. | Page 3 |
| 2. Small Muscle Coordination | 2. The child will be able to hold a pencil in a position for writing, open a book and turn its pages as demonstrated by the teacher. | Page 9 |
| B. IDENTIFICATION OF SELF AND SURROUNDINGS * | | |
| 1. Mental Image of Own Body | 1. When asked to touch body parts such as shoulders, feet, etc., the child will be able to correctly point to the part named.<br><br>Shown a picture of a person the child will be able to identify major body parts such as head, neck, fingers . | Page 5 |
| 2. Relationships in the Immediate World Surrounding the Child | 2. When asked to draw a figure of a person the child will be able to attach limbs to their proper location in the drawing. | |

| | | |
|---|---|---|
| C. HAND-EYE COORDINATION | 1. Each child will demonstrate his mastery of hand-eye coordination by cutting a given figure out of paper with scissors, staying within one-eighth inch of either side of the outline of the figure.<br><br>2. Given a puzzle or similar device containing various geometric figures and matching objects, the child will be able to place the geometric object exactly over the outline for the same geometric figure. | Page 9 |
| D. ABILITY TO PUT EVENTS IN LOGICAL SEQUENCE *<br><br>1. Sequential Order of Events<br><br>2. Establishment of Left to Right Eye Movement | 1. Given a group of pictures relating to a story, the child will be able to identify the sequence of events by placing the pictures in proper order.<br><br>Given a picture relating to a familiar story, the student will be able to tell the story relating the events in proper sequence.<br><br>2. When instructed to name a group of pictures arranged in a row, the child will automatically name them in order moving from left to right.<br><br>When instructed to trace patterns on paper, the student will automatically trace them moving from left to right. | Page 15 |

| | | |
|---|---|---|
| E. VISUAL DISCRIMINATION * | | |
| 1. Gross Discrimination | 1. Given three letters that are exactly alike and one that is clearly different, the child will be able to identify the letter that is different and explain how it differs. | Page 17 |
| 2. Fine Discrimination | 2. Given the outline of a triangle superimposed upon the outline of a square, the child will be able to trace the outline of the triangle with a pencil or crayon.<br><br>Given a series of four lower case letters, three of which are exactly alike and one that is different but of similiar form, the child will be able to identify the letter which is different and explain how it is different. (For example, bbdb). | |
| F. VISUAL MEMORY * | 1. Shown a geometric figure such as a circle, square, triangle, etc. for a period of five seconds, the child will be able to draw the figure from memory.<br><br>2. The child will be able to describe the details of a picture he has been shown after it is removed. | Page 18 |

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|---|---|---|
| G. LANGUAGE USAGE | 1. The child is shown a picture in which two or more characters are involved in an interesting activity. The child will name the objects; describe the action; verbalize the relationships of time, place, cause and effect; respond to the emotional reaction or draw a conclusion.<br><br>2. The child will be able to follow exact verbal directions given by the teacher.<br><br>3. The child will be able to recite with the group in nursery rhymes, finger plays, and choric verse.<br><br>4. The child will name familiar classroom objects labeled in manuscript.<br><br>5. The child will dictate a sentence story to the teacher. | Page 19 |
| H. AUDITORY DISCRIMINATION | 1. The child will close his eyes, listen, and be able to name various sounds such as knocking, bouncing a ball, or sharpening a pencil. | Page 21 |

| | | |
|---|---|---|
| 1. LISTENING SKILLS* | 1. The child will be able to perform a series of commands in the sequence in which they are given.<br><br>2. After listening to a short story or a classic, the child will be able to re-tell the story with all major topics included. | Page 23 |
| | | |

SINCE THIS GUIDE HAS BEEN BASED ON A MULTI-MEDIA APPROACH, THE PHILOSOPHY OF STAGE II WILL ENCOMPASS ANY SELECTED MATERIAL. THE SUGGESTED ACTIVITIES ARE A BASIC OVERVIEW OF SKILLS NECESSARY IN THE INITIAL STAGE OF LEARNING TO READ. ACTIVITIES IN THE APPENDIX ARE CAREFULLY DETAILED.

*Stage II*

# INITIAL STAGE IN LEARNING TO READ

STAGE II
INITIAL STAGE IN LEARNING TO READ

THE CHILD MUST EXPERIENCE SUCCESS IN THE ELEMENTS OF STAGE II BEFORE STARTING STAGE III

| READING SKILLS | INSTRUCTIONAL OBJECTIVES | APPENDIX |
|---|---|---|
| A. USING SPOKEN CONTEXT | 1. The child will be able to respond with an appropriate word to complete an unfinished sentence. | Page 24 |
| B. LISTENING FOR INITIAL SOUNDS | 1. After listening to a series of four words pronounced by the teacher, three of which have the same beginning sound, the child will be able to name the word which has a different beginning sound. | Page 26 |
| C. DISTINGUISHING LETTER FORMS | 1. Given a group of labeled objects and corresponding tag labels written in manuscript, the child will be able to match the tag labels with the labeled objects. | Page 30 |

| | | |
|---|---|---|
| C. DISTINGUISHING LETTER FORMS (CONT.) | 2. Given a group of letter forms containing both capital and lower case letters, the child will be able to match the capital letter with the corresponding lower case letter. | Page 30 |
| D. ASSOCIATING LETTER SOUNDS AND FORMS | 1. When given a group of objects that begin with different letter sounds the child will be able to match objects to the letters with which they begin.<br><br>2. When given a group of pictures that begin with different letter sounds the child will be able to match pictures to the letters with which they begin. | Page 35 |
| E. DEVELOPMENT OF A RECOGNITION VOCABULARY | 1. Each child will be able to pronounce correctly on sight manuscript writing of his own name and primary colors.<br><br>2. The child will be able to pronounce correctly, on sight, the following words: I, and, the, a, to, was, in, it, of, my, he. (Words are listed in order of frequency used.) | Page 38 |

IN KEEPING WITH THE PHILOSOPHY OF A MULTI-MEDIA APPROACH, STAGE 111 IS NOT A STEP-BY-STEP FORMULA FOR THE ADVANCED KINDERGARTEN CHILD, BUT RATHER, A BROAD, GENERAL OUTLINE THAT MAY BE ADAPTED BY THE TEACHER, REGARDLESSOF THE SELECTED MATERIAL.

*Stage III*

# FUNDAMENTAL READING ATTITUDES, HABITS AND SKILLS

STAGE III
FUNDAMENTAL READING ATTITUDES,
HABITS AND SKILLS

FOR THE CHILD WHO HAS SUCCESS IN STAGE II

| READING SKILLS | INSTRUCTIONAL OBJECTIVES | APPENDIX |
|---|---|---|
| A. WORD RECOGNITION<br>1. Sight Vocabulary | 1. The child will be able to see and hear new words in context presented from library books and reading series.<br><br>The child will be able to increase his sight vocabulary by an expanded use of language. | Page 42 |
| 2. Word Attack | 2. The child will be able to unlock a new word by reviewing its beginning and end-sounds, with the help of context clues.<br><br>The child will be able to identify beginning blends and digraphs that are found in the context words.<br><br>The child will identify the short vowel sound as it appears in new words found in reading context. (Examples: it, at, end, on, up, sit, sat, red, dog, and cup.) | |

| | | |
|---|---|---|
| | The child will id ify the long vowel sound as it appears in new words found in context in reading. (Examples: ice, ate, even, over, Utah, mice, cake, see, bone, and cube.) | |
| B. RECOGNITION OF PUNCTUATION MARKS | 1. The child will demonstrate his understanding of punctuation marks by using voice inflection in reading. | Page 50 |
| C. ABILITY TO READ FOR DEEPER MEANING | 1. Given a new word discovered in context from a library book or a selected reading series the child will be able to describe a personal experience related to the word. | Page 51 |
| D. ADAPTATION OF READING METHOD TO PURPOSE AND CONTENT | | |
| 1. Silent Reading | 1. Given a question which can be answered by a silent reading assignment the child will be able to locate and identify the correct response. | Page 52 |
| 2. Oral Reading | 2. Given a purpose for oral reading such as, "Read the lines which made you laugh," the child will be able to read orally the appropriate lines. | Page 53 |
| E. ABILITY TO STUDY INDEPENDENTLY | 1. The child will be able to participate independently in reading activities which may include games, worksheets, listening center and library. | Page 54 |

KINDERGARTEN READING MULTI-MEDIA

22

RECOMMENDED FOR ADOPTION

## INTRODUCTION TO SELECTION

The media committee has selected the following materials which can be used to support the different stages of reading as set by the kindergarten curriculum guidelines.

We have selected various types of media which should provide a balanced program for the kindergarten child. This list is a combination of materials which can be adapted to meet the needs of the individual child.

The success of these materials will depend mainly upon the teacher.

## AIMS OR PURPOSES

Our primary purpose is to build a working program of media around the curriculum guidelines.

1. To review a wide range of materials and different approaches in teaching beginning reading.

2. To evaluate the various publishers' materials available to-date.

3. To recommend for selection the media as judged best by our committee.
   a. Does the material attract and hold children's interest?
   b. Does the material have an arrangement which children can follow with ease?
   c. Does the material contribute to literary appreciation?
   d. Does the material incorporate the results of the most recent research on early reading?
   e. Does the material have appropriate and contemporary illustrations?
   f. Does the material meet the objectives stated in the Clark County Kindergarten Reading Guide?

## PUBLISHER CODE

| | |
|---|---|
| ABC | American Book Company |
| BP | Benefic Press |
| BRL | Behavioral Research Lab. |
| C | Cook, David C. |
| CV | Coast Visual |
| D | Doubleday |
| DCH | D.C. Heath |
| EG | Eye Gate |
| ENC | Encyclopedia Britannica |
| F | Follett |
| FH | Filmstrip House |
| GD | Grosset and Dunlap |
| HB | Harcourt Brace |
| HM | Houghton Mifflin |
| HR | Harper & Row |
| HRW | Holt, Rinehart & Winston |
| ID | Ideal Company |
| L | Lippincott |
| LC | Lyons & Carnahan |
| M | Merrill |
| Mac | Macmillan |
| MB | Milton Bradley |
| McG | McGraw-Hill |
| 3-M | The 3-M Company |
| OC | Open Court |
| Ph | Phonovisual Company |
| PM | Platt and Munk |
| R | Random House |
| RD | Readers Digest |
| SR | Singer, L.W. |
| SF | Scott, Foresman |
| SRA | Science Research Associates |
| SVE | Society, Visual Education |
| TW | Tweedy Transparency Co. |
| W | Harr Wagner |

# SUGGESTED READING READINESS AND PERCEPTION TESTS

| READING READINESS | SUMMARY |
|---|---|
| Lee-Clark Reading Readiness Test<br>California Test Bureau<br>Del Monte Research Park<br>Monterey, California 93940 | For kindergarten or grade 1. Working time about 20 minutes. A group test with four subtests: matching, cross-out, vocabulary, and word symbols. Letters, words, and pictures are employed. Scores are classified from high to very low with probable per cent of failure given for each score. Package of 35 tests -- $4.85 (Available in Clark County School District) |
| American School Reading Readiness Test<br>The Bobbs-Merrill Company, Inc.<br>A subsidiary of Howard W. Sams & Co. Inc.<br>4300 West 62nd Street<br>Indianapolis 6, Indiana | For kindergarten or grade 1. No time limit. A group test with eight subtests: visual discrimination for measuring the pupil's ability to discriminate between letters, letter combinations or phonetic forms, word forms, and geometric forms. Vocabulary test, copy simple geometric forms from memory, test ability to follow directions. Form X. Package of 35 test booklets, 1 manual, 1 answer key and one class record sheet -- $4.00 |
| PERCEPTION TESTS | |
| Developmental Test of Visual-Motor Integration<br>Follett Publishing Co.<br>1010 W. Washington<br>Chicago, Ill. 60607 | For children from age two to fifteen, but it is designed primarily for preschool and early primary grades. No time limit. The format is suitable for both group and individual administration. A series of 24 geometric forms arranged in order of increasing difficulty. The test was devised as a measure of the degree to which visual perception and motor behavior are integrated in young children. Takes time to score. Does not |

| | |
|---|---|
| | need to be given to all children. Package of 15 tests -- $8.25. Administration and scoring manual -- $4.56 |
| Frostig Test of Visual Perception<br>Follett Publishing Company<br>1010 W. Washington Blvd.<br>Chicago, Illinois 60607 | For kindergarten, grades 1 and 2. Working time about 40 minutes. Kindergarten should have two sittings. A group test with five subtests: Eye-Motor Coordination; Figure-ground perception; Perception of Form constancy; Perception of Position in Space; and Spatial Relationships. The test claims to predict reading success and gives some indications of specific areas in which the child has visual perceptual difficulties. Takes time to score. Set of 25 test booklets --- $11.25. Administration adn scoring manual --- $3.00. Test Demonstration Cards --- $1.50. |

Stage I

It is assumed that all kindergartens will be equipped with the materials and equipment mentioned along with the suggestions listed in the Reading Guide APPENDIX, or will have them available.

KINDERGARTEN READI NG MEDIA
STAGE I

| | MATERIALS | TEACHER RESOURCE/ENRICHMENT |
|---|---|---|
| A. Motor Development | See Appendix | Lippincott - "Readiness for Learning" Lippincott's Teachers Guide, Part one-Body Exercises<br><br>Follett<br>The Frostig Program for the Development of Visual Perception - Teacher's Guide |
| B. Identification of Self and Surroundings | See Appendix | Follett<br>The Frostig Program for the Development of Visual Perception - Teacher's Guide |
| C. Hand-Eye Coordination | See Appendix | Follett<br>The Frostig Program for the Development of Visual Perception - Teacher's Guide |

| | MATERIALS | TEACHER RESOURCE/ENRICHMENT |
|---|---|---|
| D. Ability to Put Events in Logical Sequence | See Appendix<br>BRL<br>Readiness in Language Arts Book 1<br>Follett<br>Kindergraph Kit<br>D.C. Heath<br>Language Arts for Beginners | McGraw-Hill<br>Paper Bag Puppet Patterns<br>Holt, Rinehart, & Winston<br>Kinder Owls<br>Harper and Row<br>School Readiness Treasure Chest |
| E. Visual Discrimination | See Appendix<br>BRL<br>Readiness in Language Arts Book 1<br>Scott Foresman<br>Match and Check Sets 1&2<br>SRA<br>Detect Level A<br>A sensori-motor approach to Visual Discrimination | Follett<br>The Frostig Program for the Development of Visual Perception - Teacher' Guide<br>Harper & Row<br>Fun at the Pond, Children's Edition<br>Fun at the Pond, Teacher's Plan Boo |
| F. Visual Memory | See Appendix<br>BRL<br>Readiness in Language Arts Book 1<br>SRA<br>Detect - Level A<br>Custom planned including opta<br>Scott Foresman<br>Match and Check Sets 1&2 | |

| | MATERIALS | TEACHER RESOURCE/ENRICHMENT |
|---|---|---|
| G. Language Usage | See Appendix<br>D.C. Heath<br>Language Arts for Beginners<br>Holt, Rinehart & Winston<br>Kinderowls<br>Holt, Rinehart & Winston<br>Words & Action Picture Charts<br>American Book Company<br>See and Say Books and Records<br>Scott, Foresman<br>First Talking Storybook | McGraw-Hill<br>Paper Bag Puppets Patterns<br>Harper & Row<br>Treasure Chest<br>David C. Cook<br>Sets of pictures<br>D.C. Heath<br>Peppermint Fence<br>Merrill<br>Poetry book from Treasury of Lit.<br>Readers<br>Seesaw |
| H. Auditory Discrimination | See Appendix<br>Filmstrip House<br>Look & Listen (records & filmstrips)<br>1. Learning to Listen<br>2. Rhymes & Riddles<br>3. Alike and Different<br>4. Symbols and Sounds<br>Scott Foresman<br>Sounds I Can Hear (records) | Follett<br>Jr. Listen and Hear Books<br>Listen and Hear Books |

| | MATERIALS | TEACHER RESOURCE/ENRICHMENT |
|---|---|---|
| I. Listening Skills | See Appendix<br>Eye Gate<br>Think, Listen and Say<br>Filmstrip House<br>Look and Listen (records & filmstrips)<br>Doubleday<br>Prime-O-Tec Tapes<br>(for listening center)<br>Set I Unit A - tapes and books by William C. Jordan<br>1. Do Baby Bears Sit on Chairs?<br>2. All Aboard the Train<br>3. Angus and the Cat<br>Benefic Press<br>Experiential Development Program<br>Pupil's Enrichment Books<br>You & Your Family Unit<br>You & Your Friends Unit<br>You & Others Unit<br>Teacher's "Big Book" You & Your Friends | Holt, Rinehart & Winston<br>Kinderowls<br>Holt, Rinehart & Winston<br>Sounds of Home<br>American Book Company<br>See and Say Books & Records<br>Set 1 & Set 2<br>D.C. Heath<br>Peppermint Fence<br>Book and Record Set<br>Scott Foresman<br>First Talking Storybook<br>Harper & Row<br>School Readiness Treasure Chest<br>Merrill<br>Seesaw, Treasury of Literature<br>Banner Edition |

STAGE II

This is the area concerned with focusing upon the skills considered necessary for decoding. Sequencing should be considered variable. A teacher should be encouraged to experiment both with sequence and with various types of media listed. In addition, a teacher should be free to use her own initiative or enriching the Stage II area by devising materials or using other available materials which could contribute to decoding skill development.

Stage II Media Selection was based on the following criteria:

Multi-Sensory Approach - concrete to abstract

Generally large materials - chart size
projected size

Interestingly colored

Arranged for easy focus - not too much

Ease of learning - not too many ideas,
not too rapidly introduced

Game Fun - rather than drill

Multi-Media - to approach from many sides

KINDERGARTEN READING MEDIA
STAGE II

| | | TEACHER RESOURCE/ENRICHMENT |
|---|---|---|
| A. Using Spoken Context | Open Highway<br>SF<br>Starter Concept Cards<br>Teacher's Manual<br>Mask for Cards<br>Holt, Rinehart & Winston<br>The Kinderowls<br>Sounds of Language Series<br>Sounds of Home<br>Sounds of Numbers | See Appendix<br>Tweedy Transparancies<br>Encyclopedia Britannica<br>First Adventures in Learning |
| B. Listening for Initial Sounds | Open Highway<br>SF<br>Starter Concept Cards<br>Read and Write<br>(Student Book to accompany starter concept cards)<br>Open Highway<br>SF<br>The First Talking Alphabet<br>Records, Cards, Masters | See Appendix<br>Coast Visual<br>Tapes<br>a. Magic Road of Sounds<br>b. Alphabet and Sounds<br>Platt and Munk<br>Giant Alphabet<br>Houghton Mifflin<br>Get Set - "Animal Race Game"<br>Filmstrip House<br>Headstart in Reading "Consonants" |

| | | TEACHER RESOURCE/ENRICHMENT |
|---|---|---|
| C. Distinguishing Letter Forms | BRL<br>Books 2 & 3<br>Readiness in Language Arts<br>#2 Lower Case Alphabet Letters<br>#3 Upper Case Alphabet Letters<br>Coast Visual<br>Look and Write Book<br>3M Company<br>Alphy's Show and Tell Transparencies<br>Open Highway<br>SF<br>Starter Concept Cards<br>Read and Write Book<br>Masters | See Appendix<br>Milton Bradley<br>Alphabet Poster Cards #7504<br>Learn to Write Manuscript<br>D.C. Heath<br>Language Arts for Beginners<br>SRA<br>Detect Transparencies<br>Parts B and C<br>Merrill<br>Alphabet Cards<br>Scott Foresman<br>Match and Check #2 |
| D. Associating Letter Sounds and Forms | L.W. Singer<br>Structural Reading Series<br>Workbook A or B<br>BRL<br>Book 4 - Readiness in Language Arts<br>Begin Sound/Symbol Relationships<br>Harcourt, Brace and World<br>Sequential Series Workpad #1<br>Open Highways<br>SF<br>Starter Concept Cards<br>Read and Write Book<br>Filmstrip House<br>Headstart in Reading - Consonant<br>(Talking Filmstrip Set) | See Appendix<br>Scott Foresman<br>The New Linguistic Block Series<br>Set 1 and masters<br>Benefic Press - Transparency<br>Set 1 - Consonants<br>Set IV - Vowels<br>"The Sights and Sounds of Phonics"<br>Lyons and Carnahan<br>Phonics Game Kit<br>Houghton Mifflin<br>Get Set Games<br>Milton Bradley<br>Primary Flash Cards<br>"Learn the Alphabet<br>Ideal Company<br>Charts #270<br>Magic Cards - Consonants |

| | TEACHER RESOURCE/ENRICHMENT |
|---|---|
| E. Developing a Sight Vocabulary | BRL<br>Books 5 and 6<br>Readiness in Language Arts<br>L.W. Singer<br>Structural Reading Series<br>Workbook B<br>"We Discover Reading"<br>Harcourt, Brace, and World<br>Sequential Series Workpad 1 & 2<br>American Book Company<br>Pre-preprimer Books for Reading<br>From Reading Round Table<br>Who? Me?<br>Rat-a-Tat<br>I Can<br>In a Tree<br>Let's Fly<br>Phonovisual-I Can Read |
| | See Appendix<br>SVE<br>A 111 SR Children's Fairy Tales<br>strips and records<br>A 114 SBR Animal Friends<br>A 107 SR Children's Stories<br>A 122 SAR Children's Classics |

# Clarification Statement

This committee has attempted to pinpoint and select materials, available to date, which appear to be conducive to the development of an early childhood reading program. In other words, it has been our purpose to select media peculiarly appropriate and applicable for beginning reading within the context of the Kindergarten.

THE KINDERGARTEN MULTI-MEDIA SELECTION COMMITTEE

Roma Knight, Paradise Elementary, Chairwoman
Allison Fletcher, Ruby Thomas Elementary, Secretary
Marcia Ann Bishop, Laura Dearing Elementary
Leona Clark, Vail Pittman Elementary
Roger Gehring, Curriculum Services
Naomi Goynes, Madison Elementary
Frances Hoag, Rex Bell Elementary
Mary Madrid, J.M. Ullom Elementary
Suzanne Walker, Will Beckley Elementary

KINDERGARTEN READING MEDIA

STAGE III

MULTI-MEDIA CATEGORIES

CRITERIA FOR SELECTION OF BOOKS

| | | |
|---|---|---|
| I | Word Attack Skill Development | Simplicity of Approach |
| II | Easy Preprimers | Freshness of Approach |
| III | Preprimers | Early Childhood Appeal |
| IV | Easy Primers | Attractive Arrangement |
| V | Primers | Appropriate Illustration |
| VI | Easy First | Appropriate Print - Size/Amount |
| VII | Enrichment Readers | Specific Vocabulary |
| VIII | Library Reading/Information | Interesting Text |
| | | A Speaking Vocabulary |
| | | Variety of Theme |
| | | Variety of Characters |

General Procedure for Developing any Reading Lesson

Comprises the following:
(Stage III Sub-headings)

A. Word Recognition
B. Recognition of Punctuation Marks
C. Ability to Read for Deeper Meaning
D. Adaptation of Reading Method to Purpose and Content
E. Ability to Study Independently

# KINDERGARTEN READING MEDIA

STAGE III

MULTI-READER SELECTION

April 1968

| PUBLISHER CODE | Multi-Text Category | Print Media: Book Soft | Book Hard | Workbook | Masters | Other | Guide Book | Types of Reading Activity: Work Attack Skills | Very Easy Preprimer | Easy Preprimer | Preprimer | Easy Primer | Primer | Easy First | First Reader | Independent Activities | Enrichment | Library/Information | Criteria for Selection: Simplicity of Approach | Freshness of Approach | Early Childhood Appeal | Attractive Arrangement | Appropriate Illustration | Appropriate Print (size, amount) | Specific Vocabulary | Interesting Text | A Speaking Vocabulary | Variety of Theme | Variety of Characters |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | I Word Attack Skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HR | Phonics Workbook | | | X | | | X | X | | | | | X | | | X | | | | | | | | | | | | | |
| SR | Structural Reading Series | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | C-We Read and Write | | | X | | | X | X | | | X | | | | | X | | | X | | X | X | X | X | | | | | |
| | D-We Read More and More | | | X | | | X | X | | | | X | | | | X | | | X | | X | X | X | X | | | | | |
| | E-Now We Read Everything | | | X | | | X | X | | | | | X | | | X | | | X | | X | X | X | X | | X | | | |
| HRW | Very First Words | | X | | | | | X | | | | | | | | X | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | II Easy Preprimers | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HR | Linguistic Series | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Frog Fun | X | | | | | X | | X | | | | | | | | | | X | X | X | X | X | X | | X | | | |
| | Tuggy | X | | | | | X | | X | | | | | | | | | | X | X | X | X | X | X | | X | | | |
| | Pepper | X | | | | | X | | | X | | | | | | | | | X | X | X | X | X | X | | X | | | |
| | Letters, Patterns, and Drills | | | X | | | X | X | | | | | | | | | | | | | | | | | | | | | |
| ABC | The READ System | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | And So You Go! | X | | | | | X | X | | X | | | | | | | | | X | X | X | X | X | X | | X | X | | X |
| | Be On The Go! | X | | | | | X | X | | X | | | | | | | | | X | X | X | X | X | X | | X | X | | X |
| | Can You? | X | | | | | X | X | | | X | | | | | | | | X | X | X | X | X | X | | X | X | | X |
| | Skill Book | | | X | | | X | X | | | | | | | | | | | | | | | | | | | | | |
| Mac | The Bank Street Readers | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | In the City | X | | | X | | X | X | X | | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| | Unit Readers 1,2,3 | X | | | | | | | X | | | | | | | | | | | | | | | | | | | | |
| | People Read | X | | | X | | X | X | | X | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| | Unit Readers 4,5,6 | X | | | | | | | | X | | | | | | | | | | | | | | | | | | | |
| HRW | Sounds of Language Readers | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Sounds of Home | | X | | | | X | | | | X | | | | | | X | | X | X | X | X | X | X | X | X | X | X | X |

KINDERGARTEN READING MEDIA

STAGE III

MULTI-READER SELECTION

April 1968

| PUBLISHER CODE | Multi-Text Category | Print Media: Book Soft | Book Hard | Workbook | Masters | Other | Guide Book | Types of Reading Activity: Work Attack Skills | Very Easy Preprimer | Easy Preprimer | Preprimer | Easy Primer | Primer | Easy First | First Reader | Independent Activities | Enrichment | Library/Information | Criteria for Selection: Simplicity of Approach | Freshness of Approach | Early Childhood Appeal | Attractive Arrangement | Appropriate Illustration | Appropriate Print (size, amount) | Specific Vocabulary | Interesting Text | A Speaking Vocabulary | Variety of Theme | Variety of Characters |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | III Pre Primers | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HR | Basic Reading Program | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Janet and Mark | X | | | X | | X | X | | | X | | | | | | | | X | | X | X | X | X | | X | | |
| | Outdoors and In | X | | | X | | X | X | | | X | | | | | | | | X | | X | X | X | X | | X | X | |
| | City Days, City Ways | X | | | X | | X | X | | | X | | | | | | | | X | X | X | X | X | X | X | X | X | X |
| | Just for Fun | X | | | X | | X | X | | | X | | | | | | | | X | | X | X | X | X | | X | | |
| | Workbook | | | X | | | X | X | | | X | | | | | | | | | | | | | | | | | |
| | IV Easy Primers | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HRW | Sounds of Language Readers | | X | | | | X | | | | X | | | | | X | | | X | X | X | X | X | X | X | X | X | X |
| | Sounds of Numbers | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ABC | The Read System | | X | | | | X | X | | | X | | | | | | | | X | X | X | X | X | X | X | X | X | X |
| | Days and Ways | | | X | | | X | X | | | X | | | | | | | | | | | | | | | | | |
| | Skill Book | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mac | The Bank Street Readers | | X | | X | | X | X | | | X | | | | | | | | X | X | X | X | X | X | X | X | X | X |
| | Around the City | | | X | | | X | X | | | | | | | | | | | | | | | | | | | | |
| | Workbook | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | V Primers | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HR | Basic Reading Program | | X | | | | X | X | | | | | X | | | | | | | | | | | | | | | |
| | Around the Corner | | | X | | | X | X | | | | | | | | | | | | | | | | | | | | |
| | Workbook | | | X | | | X | X | | | | | | | | | | | | | | | | | | | | |
| | Phonics Workbook | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HR | The Linguistic Series | | X | | | | | X | | | | | | | | X | | | X | X | X | X | X | X | X | X | X | X |
| | Six in a Mix | | | X | | | | X | | | | | | | | | | | | | | | | | | | | |
| | Letters, Patterns and Drills | | | | | | | | | | | | | | | | | | | | | | | | | | | |

KINDERGARTEN READING MEDIA

STAGE III

MULTI-READER SELECTION

April 1968

Multi-Text Category

| PUBLISHER CODE | | Print Media: Book Soft | Book Hard | Workbook | Masters | Other | Guide Book | Types of Reading Activity: Work Attack Skills | Very Easy Preprimer | Easy Preprimer | Preprimer | Easy Primer | Primer | Easy First | First Reader | Independent Activities | Enrichment | Library/Information | Criteria for Selection: Simplicity of Approach | Freshness of Approach | Early Childhood Appeal | Attractive Arrangement | Appropriate Illustration | Appropriate Print (size, amount) | Specific Vocabulary | Interesting Text | A Speaking Vocabulary | Variety of Theme | Variety of Characters |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | V Primers (continued) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SF | Open Highway Readers | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Ready To Toll | | X | | X | | X | X | | | | | X | | | | X | | X | X | X | X | X | X | X | X | X | X | X |
| | Read and Write | | | X | | | X | X | | | | | | | | | | | | | | | | | | | | | |
| McG | Programmed Reading | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Programmed Primer | X | | | | | | X | | | | | | | | | | | X | | X | | X | X | | | X | | |
| | Alphabet and Sound Symbol Cards | | | | | X | | X | | | | | X | | | | | | X | | X | | | | | | | | |
| | VI Easy First | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SF | Open Highway Readers | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Rolling Along | | X | | X | | X | X | | | | | X | | | X | | | X | X | X | X | X | X | X | X | X | X | X |
| | Read and Write | | | X | | | X | X | | | | | | | | | | | | | | | | | | | | | |
| HRW | Sounds of Language Readers | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Sounds Around the Clock | | X | | | | X | | | | | | X | | | X | | | X | X | X | X | X | X | X | X | X | X | X |
| McG | Programmed Reading Series I | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Books 1-7 | X | | | X | | X | X | | | | | X | X | X | | | | X | X | X | | X | X | | | X | | X |
| | Story Tapes acc. Story Books | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Filmstrips | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | (Sequential interlocking System of Materials) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

KINDERGARTEN READING MEDIA

STAGE III

MULTI-READER SELECTION

April 1968

| PUBLISHER CODE | Multi-Text Category | Print Media: Book Soft | Book Hard | Workbook | Masters | Other | Guide Book | Types of Reading Activity: Work Attack Skills | Very Easy Preprimer | Easy Preprimer | Preprimer | Easy Primer | Primer | Easy First | First Reader | Independent Activities | Enrichment | Library/Information | Criteria for Selection: Simplicity of Approach | Freshness of Approach | Early Childhood Appeal | Attractive Arrangement | Appropriate Illustration | Appropriate Print (size, amount) | Specific Vocabulary | Interesting Text | A Speaking Vocabulary | Variety of Theme | Variety of Characters |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | VII Enrichment Readers | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OC | Open Court-Supplementary Story Book | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Neal Meets a Seal | X | | | | | | | | X | | | | | | | X | | X | X | X | X | X | X | | X | X | | |
| | Here Come the Poodles | X | | | | | | | | X | | | | | | | X | | X | X | X | X | X | X | | X | X | | |
| | Winter and Spring | X | | | | | | | | | X | | | | | | X | | X | X | X | X | X | X | | X | X | | |
| | A Golden Zoo | X | | | | | | | | | X | | | | | | X | | X | X | X | X | X | X | | X | X | | |
| | A Trip by Ship | X | | | | | | | | | | X | | | | | X | | X | X | X | X | X | X | | X | X | | |
| | A Pet for Ben | X | | | | | | | | | | | X | | | | X | | X | X | X | X | X | X | | X | X | | |
| BP | Experiential Development Program | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Unit A. 1. I Am Here | | X | | | | | | | X | | | | | | | X | | X | X | X | X | X | X | X | X | X | X | X |
| | 2. My Family and I | | X | | | | | | | X | | | | | | | X | | | | | | | | | | | | |
| | 3. My Friends and I | | X | | | | | | | X | | | | | | | X | | | | | | | | | | | | |
| | 4. I Can do It | | X | | | | | | | X | | | | | | | X | | | | | | | | | | | | |
| | Unit B 1. I Go To School | | X | | | | | | | | X | | | | | | X | | X | X | X | X | X | X | X | X | X | X | X |
| | 2. My School Room | | X | | | | | | | | X | | | | | | X | | | | | | | | | | | | |
| | 3. All About My School | | X | | | | | | | | X | | | | | | X | | | | | | | | | | | | |
| | 4. My Days at School | | X | | | | | | | | X | | | | | | X | | | | | | | | | | | | |
| ABC | Reading Round Table | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1. I Can | X | | | | | | | X | | | | | | | | X | | X | X | X | X | X | X | | X | | | |
| | 2. Bread and Jam | X | | | | | | | | X | | | | | | | X | | X | X | X | X | X | X | X | X | | | |
| | 3. In a Tree | X | | | | | | | | X | | | | | | | X | | X | X | X | X | X | X | X | X | X | X | |
| | 4. New In the City | X | | | | | | | | | X | | | | | | X | | X | X | X | X | X | X | X | X | X | X | |
| | 5. Waldo, The City Dog | X | | | | | | | | | X | | | | | | X | | X | X | X | X | X | X | X | X | X | X | |
| | 6. Two Surprises | X | | | | | | | | | | X | | | | | X | | X | X | X | X | X | X | X | X | X | X | |
| | 7. My Friend Pedro | X | | | | | | | | | | | X | | | | X | | X | X | X | X | X | X | X | X | X | X | |
| | 8. Animals With Pockets | X | | | | | | | | | | | | X | | | X | | X | X | X | X | X | X | X | X | X | X | |

KINDERGARTEN READING MEDIA

STAGE III

MULTI-READER SELECTION

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | VII Enrichment Readers (continued) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SF | Invitation to Storytime | | X | | | X | | | | | | | | | | | X | | X | X | X | X | X | X | X | X | X | X |
| | Books and Records | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M | Treasury of Literature/Banner Ed. | | X | | | | | | | | | | X | | | X | | | X | X | X | X | X | X | X | X | X | X |
| | Seesaw | | X | | | | | | | | | | | X | | X | | | X | X | X | X | X | X | X | X | X | X |
| | Merry Go Round | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LC | Blue Dog | | X | | | | | | | | | | | X | | X | | | X | X | X | X | X | X | X | X | X | X |
| DCH | Peppermint Fence | | X | | | X | | | | | | | | X | | X | | | X | X | X | X | X | X | X | X | X | X |
| | Book and Record Set | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HRW | Very First Words | | X | | | | | | | | | | | | | X | X | | X | X | X | X | X | X | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| R | Green Eggs and Ham | | X | | | | | | | | | | | | | X | | X | X | X | X | X | X | X | X | X | X | X |
| | Go! Dog! Go! | | X | | | | | | | | | | | | | X | | X | X | X | X | X | X | X | X | X | X | X |
| | Ten Apples Up On Top! | | X | | | | | | | | | | | | | | X | | X | X | X | X | X | X | X | X | X | X |
| RD | Birthday for Barbara (puzzle) | X | | | X | | | | | | | | | | | | | | | | | | | | | | | |
| W | The Time Machine Series (Darby) | | | | | | | | | | | | | | | | X | | X | X | X | X | X | X | X | X | X | X |
| | Leonard Visits America | | | | | | | | | | | | | | | | X | | X | X | X | X | X | X | X | X | X | X |
| | Leonard Visits Space | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | Prime-O-Tec (Listening Center) | | | | | | | | | | | | | | | | X | | X | X | X | X | X | X | X | X | X | X |
| | Set 1 - Unit A Tapes with Books | | X | | X | | | | | | | | | | | | X | | X | X | X | X | X | X | X | X | X | X |
| | Set 1 - Unit B Tapes with Books | | X | | X | | | | | | | | | | | | X | | X | X | X | X | X | X | X | X | X | X |
| R | Sights and Sounds (Listening Center) | | | | | | | | | | | | | | | | | | | | | | | | | | | |

KINDERGARTEN READING MEDIA

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | VII Enrichment Readers (continued | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Books - Alfred Knopf/ Tapes | | | | | X | | | | | | | | | | | | | X | X | X | X | X | X | X | X | X | X |
| | VIII Library Reading/Enjoyment-Information | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GD | Early Start PreSchool Reader | | | | | | | | | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| | Jumping | | X | | | | | | | X | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| | The Tent | | X | | | | | | | X | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| | Poems | | X | | | | | | | X | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| | On the Ranch | | X | | | | | | | X | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| | I Like Red | | X | | | | | | | X | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| | -others | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | Beginning-to-Read Books | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | (Special Level One Structured) | | | | | | | | | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| | The Curious Cow | | X | | | | | | | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| | Big Bug, Little Bug | | X | | | | | | | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| | Gertie the Duck | | X | | | | | | | | | | | | | | | | | | | | | | | | | |
| | (47 Books in Series) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RD | Young Pegasus Series | | | | | | | | | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| | Birthday for Barbara | X | | | X | | | | | | | | | | | | | | | | | | | | | | | |
| HRW | Kinder Owls | | X | | | | | | | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |
| HR | Treasure Chest | X | X | | X | | | | | | | | | | | | | | X | X | X | X | X | X | X | X | X | X |
| Enc | First Adventures in Learning | | X | | | | | | | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X |